

Nurture - KS3 - English Curriculum Intent: Bridging Gaps through 'Engage, Enjoy, Achieve'

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Thematic Link	Relationships	Conflict	Global issues	STEM	Mental Health	Gangs and Crime
Literary Heritage	Non-fiction	WW2 Fiction	Shakespeare Play	Contemporary Literature	Poetry	Drama
Content	A range of nonfiction, complemented by 'Wonder' by RJ Palacio.	'Once' by Morris Gleitzman.	'A Midsummer Night's Dream' by William Shakespeare.	'The Curious Incident of the Dog in the Night-time' by Mark Haddon.	A range of poetry by Benjamin Zephaniah.	'Stone Cold' by Robert Swindells (Playscript).
Literary Studies	CORE READING SKILLS: predicting and summarising. CORE KNOWLEDGE: defining non-fiction, prediction and summary. Purpose, audience and formats of non-fiction. Formal vs. informal language. Conventions of nonfiction. Writing from different perspectives.	CORE READING SKILLS: reading for meaning and inference. CORE KNOWLEDGE: defining inference, World War 2, concentration camps, defining descriptive writing, descriptive conventions, the five senses, figurative language. Tone and mood.	CORE READING SKILLS: comparison. CORE KNOWLEDGE: conventions of drama Jacobean era Character development Themes Rhyming couplets.	CORE READING SKILLS: selecting evidence. CORE KNOWLEDGE: how the novel shows neurodiversity, inclusion, sharing different worlds and viewpoints through narrative. Narrative perspective. Freytag's pyramid.	CORE READING SKILLS: language analysis. CORE KNOWLEDGE: features of a poem, poetic devices, rhythm and rhyme, structure of analytical paragraphs, connotations. Poetic voice.	CORE READING SKILLS: evaluation. CORE KNOWLEDGE: defining evaluation, using personal response to texts and using evidence, conventions of a play, modern plays vs. Shakespearean plays, playwright's intentions, big issues in society (homelessness).
Writing: Composition and Rhetoric	CORE SKILLS: diary writing. MAIN FOCUS OF SKILL: writing to capture events, thoughts and emotions.	CORE SKILLS: descriptive writing. MAIN FOCUS OF SKILL: writing to create vivid imagery and to appeal to the reader's senses.	CORE SKILLS: writing to inform (report). MAIN FOCUS OF SKILL: writing for purpose and audience, using the appropriate register.	CORE SKILLS: narrative writing. MAIN FOCUS OF SKILL: combining fact and fiction, using structure and creating conflict/tension in a short story.	CORE SKILLS: poetry writing. MAIN FOCUS OF SKILL: expressing big emotions/ideas, and using vocabulary for effect.	CORE SKILLS: script writing. MAIN FOCUS OF SKILL: applying conventions of a drama, considering audience reaction and creating anticipation.
Grammar and Vocab	GRAMMAR KNOWLEDGE: capitalisation, first person, past tense, paragraphing, chronology. KEY TERMINOLOGY: emotive language, observations, thoughts, feelings, chronological, reflection.	GRAMMAR KNOWLEDGE: shifting focus, sentence types, using devices and adjectives, showing and not telling. KEY TERMINOLOGY: dramatic irony, tension, metaphor, simile, personification, imagery.	GRAMMAR KNOWLEDGE: stage directions and theme. Nouns, verbs, adjectives and basic punctuation. KEY TERMINOLOGY: genre, rhyming couplets, muddle, dilemma, character, compare, theme, journalist.	GRAMMAR KNOWLEDGE: apostrophes, quotation marks, speech marks, beginning/middle/end of a story. KEY TERMINOLOGY: protagonist, exposition, rising action, climax, resolution, dialogue.	GRAMMAR KNOWLEDGE: poetic features, phonetic awareness, syllables, rhyme, stanzas, third person. KEY TERMINOLOGY: stanza, colloquialism, activist, direct address.	GRAMMAR KNOWLEDGE: homophones, exclamation marks, ellipsis, brackets, colon, clauses, accent and dialect. KEY TERMINOLOGY: stage directions, narrator, character/role, evaluate, dramatic tension, playwright.
Spoken Language	Sharing their own diary entries (independent). AIM: Building confident speakers and building empathy.	TV interview (role play). AIM: to evoke emotion from an audience and enhance their understanding of conflict.	Paired discussion. AIM: active listening and turn taking.	Debate. AIM: building on the views of others and challenging others' opinions with respect.	Hot seating. AIMS: exploring other perspectives.	Group drama. AIM: collaboration.